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ABSTRACT

This collection of conference papers covers various aspects of rural education in changing times. The conference focused on changes and innovations in rural education and on reasons why rural educators can be optimistic. The proceedings report includes brief papers and workshop summaries on topics ranging from rural public relations to telecommunications; most of the summaries include presenters' names and addresses. Topics of longer papers include favorable assessments of rural schools' performance, a Nebraska evaluation of school size and resource use, and a survey of administrators and home economics teachers about their perceptions of current home economics studies. New high-technology programs are explained in presentations concerning robots, satellite courses, aerospace education as a motivational tool, and the implications of the information age on rural education. Topics relating specifically to teachers and administrators include: leadership team development, challenges and desired traits in rural school superintendents, teacher evaluations, parent involvement, interagency cooperation, curriculum innovation and expansion, an administrative approach to educating slow learners, and Kansas internship and inservice programs. Several workshops dealt with improvements or innovations in curriculum and educational structure. There were also workshops on learning strategies, special education preservice, occupational education, androgogy, occupational education, early failure prevention programs, special education, and economic development. A report by the Kansas Commissioner of Education outlines plans for educational development in that state. Plans for educational reform in Arkansas also are detailed. (TES)

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RURAL EDUCATION: A HOPE FOR THE FUTURE

Proceedings of the Ninth Annual
Rural and Small Schools
Conference

October 26–27, 1987

Center for Rural Education
and Small Schools

College of Education

Kansas State University
Manhattan, Kansas 66506

Fran Parmley, Editor

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FOREWORD

At the Ninth Annual Rural and Small Schools Conference, more than 350 persons had the opportunity to discuss ideas, hear about promising practices and work toward solutions to problems of schooling in rural America. In addition, the conference provided a common ground for educators to meet their counterparts and form networks.

The theme of the 1987 conference was Rural Education: A Hope for the Future. While not the only hope, certainly we have lessons to learn from small schools serving rural areas. In most states, students attending these schools do very well on external examinations; a high percentage attend colleges/universities; they drop out of formal school at a rate much lower than urban counterparts; and they are more often found in leadership roles in later life. However, rural educators are aware of changing times that may have significant impact on financing of schools, continuing parental support and community involvement, and their abilities to meet the expectations of the new rural, characterized by persons with non-rural backgrounds, multiple parental employment, non-agricultural based economy, and a spirit believing in themselves to solve problems. At the same time, many look with new enthusiasm at the opportunities for "lighthouse schools" that address the needs of individual students, use of electronic technology to expand their curricula, to bring the world into the school and to link their teachers with some of the latest research around the country on teaching and learning. It is on this type of thinking and optimism that the conference is based. Without the contributions and participation of a wide variety of persons who have a

sincere interest in moving rural education to the forefront of all education, this conference would be nothing at all. From those of us at Kansas State University -- WE THANK YOU for making this such a successful endeavor.

Jerry G. Horn, Director and
Associate Dean
Center for Rural Education and
Small Schools
College of Education

Economic Development in Education - Partners for the Future

Harland E. Priddle
Kansas Secretary of Commerce

As we look to the future and recognize the challenges of economic development for Kansas, we must realize the necessity for a strong interrelationship between education and economic development. One of the key issues which places Kansas high on the list of considered states for attracting new industry relates to the quality of work force, educational level of our citizens, and the quality of life. Today, I would like to spend a few moments with you to review some of the basic philosophies and concepts we are considering for the future in the area of economic development for Kansas.

Kansas sometimes lowers its head and does not express pride in our state as we should. The image of Kansas is not perceived in a proper way throughout the United States and the world. I think all of us should consider the strengths within our state and be proud of the achievements we have made in the past and look upward to the future. During my short term as Secretary of Commerce, I have been asked several times to explain our participation at such high level projects as the Superconducting Super Collider and the Bloomingdale's promotion in New York. It is the opinion of some that these are projects only for the states recognized in high metropolitan concentrated areas and other selected locations throughout the states. Kansas competed for the Superconducting Super Collider project because we have a qualified site and the people within our state have the ability to participate in such a program. We consolidated our efforts and used all the resources within the state system as well as the private resources and developed a proposal which expresses quality and a competitive program. This is one specific example which indicates that Kansans should and must compete in every possible way in the future. We are no longer an isolated state in the center of a large

country. We are accessible by air within 12 hours from almost anyplace in the world. Communications and technology place us in immediate contact with customers and individuals who want to do business with Kansas and have a relationship with us.

As we look to the future, we believe that the number one priority as we develop jobs and expand our economy, is to place emphasis on the existing industry within our state. Eighty percent of all jobs created within this state and other states are derived from businesses in existence. As we move to expand this philosophy, we have established six regional offices, a business retention survey in cooperation with Southwestern Bell, and emphasized the need for Kansans to establish a Kansas common market philosophy. In this regard, we encourage all businesses in Kansas to buy from other Kansas businesses. Doing otherwise will merely export jobs and wealth to others outside our state. We also should not forget that Kansas is a state of small businesses with 78 percent of our companies having 10 or fewer employees. We also are a state of rural communities with 49 of our 105 county seats having populations of 2,500 or less. I do not agree with some who have recently stated that small towns should be allowed to die. We cannot accept that philosophy and will need to work extremely hard in transitioning our economy into a supporting economy from the small towns into larger growth areas.

As we attract new businesses to our state, we believe it is necessary to target those industries into the comparative advantage industries already present in Kansas. Agriculture, aviation, oil and gas, and other such industries are extremely attractive to businesses throughout the United States. For example, Wichita ranks number one in the entire world in the production of small aircraft. We are hoping to attract industries that will assist Kansas aviation companies to use subsidiaries within Kansas as a source of subassemblies and subcontracting. We also believe the agricultural food

processing industry is attractive in the future. We have been working extremely hard to develop a poultry processing capability within Kansas. We believe we must add value to our products and not be primarily centering our activities on raw product promotion and exporting those products without value. In order to do this, we believe the state has a responsibility to provide information systems to all communities in Kansas regarding companies desiring location in Kansas. We are working extremely hard on the development of a data program which will allow interconnection of all communities in Kansas with the Department of Commerce. This system will provide examples and comparisons of tax incentives, availability of labor, educational capabilities, and other such information to prospects.

As we look to the future, greater emphasis must be placed on assisting Kansas companies in selling their products. On January 12, 1987, a Trade Development Division was established at the time the Department of Commerce began its operation. This Division is assisting Kansas producers in selling their products within the state, outside the state, and across the world. We have established foreign offices in Japan, Germany, and small service offices in Taiwan, Thailand, and Indonesia, and soon in Korea. Results are beginning to happen with access into those countries being assisted through our Trade Development Division. A working relationship with Daiei Department Stores in Japan has created a tremendous amount of activity in promoting beef as well as other products. Miss Kansas has assisted us on two occasions in representing our state in the county of Japan. Bloomingdale's Department Store in New York has agreed to consider Kansas as their next state for an 8-week promotion in the spring of 1987. This program will allow Kansas to showcase its products as well as its way of life. These opportunities will undoubtedly provide capabilities for Kansas producers to enter the marketplace on a national and international scale.

One of the key challenges for the future is the continuation of community improvement and community development projects throughout our state. In the Community Development Division of the Department of Commerce, approximately $14 million each year is provided to small cities throughout the state of Kansas in the areas of community improvement and economic development programs. In addition, we monitor and supervise the Pride Program as well as the Main Street Program in the state of Kansas. All of these are dedicated to improving the communities and the quality of life for our citizens in the small and medium size towns of Kansas.

We believe that travel and tourism can be expanded dramatically in Kansas. As we look to the future, we can package our events and facilities in an effort to attract people to our history and way of life. Our recently inaugurated program called "Linger Longer" has been extremely successful. In the future, we expect to extend our promotion and advertising campaign to areas outside of our state.

The major issue of continuing discussion and closing summary today relate to the interrelationship of education and economic development. We cannot progress in the area of diversification or progress in economic development without a direct relationship with education. We have established the Kansas Technology Enterprise Corporation which will manage the science and research programs of the state and provide for the transfer of the results of this research directly into industry. Only after transfer from the science and academic areas into industry are the results available for economic realization. The Kansas Technology Enterprise Corporation is a board of 15 individuals combining private and public membership to manage and direct the efforts of our science and technology activities of the future.

As we look to the future, it is necessary for a planning group to be established. This has already taken place in Kansas with the formalization of

Kansas Inc., a 15-member Board which addresses the strategies and policies for economic development in the future. This group is addressing ways and means we will use lottery funds as well as the tax structure for businesses in Kansas for the future.

The Kansas Venture Capital Corporation and statewide risk capital system is attempting to attract dollars to stay in Kansas and not move outside our borders for investment. These venture capital systems in both the public and private areas will allow ideas in Kansas to use money in Kansas to move into economic activity.

As a summary of today's discussions, I would emphasize and insist that economic development and education in Kansas be close partners. We need also to instill a pride within our communities and our school system. I would suggest we consider establishing a Kansas in the Classroom program which will allow students at an early age to appreciate Kansas and understand the activities and programs available for us. In this way, I believe we can instill confidence within our young people to remain in Kansas and use our talents here rather than export those talents and capabilities to other areas. I offer myself and the Department of Commerce to assist in any way possible in assisting rural and small schools to ensure that Kansas always maintains a good quality of life and educated work force and citizenry for the future.

Small Schools: Power Base for Action

Earl E. Ferguson, Past President
American Association of School Administrators
Superintendent of Schools, Klamath Falls, Oregon

It is indeed my pleasure to be here at Kansas State University and have the opportunity to address this annual Rural Education and Small Schools Conference.

I am especially pleased to have the opportunity to speak to a combined group of educators and school board members from across your great state.

Many of you who have been educated in the small schools, worked in the small or rural schools, and studied the small school organization, know what I have to say today may not be anything new or revealing. But all of you will not have had this experience, and even to those of you who have a small school background, I hope to reinforce what you already know about your own programs.

In the next 25 minutes, I would like to share with you some research I have done on the rural and small schools as well as some personal feelings on the following:

1. My own background in the rural and small school environment
2. Details of research on and about the small and rural schools
3. Efforts in various parts of the country for re-organization and consolidation of the small schools
4. The power of organized effort on the part of small schools to control re-organization legislation
5. The power of small school superintendents within the governance structure of American Association of School Administrators
6. The success of small schools

7. And, last - some suggestions as to the obligations of local school boards and superintendents in small and rural communities to provide every student with a quality education

First - My own background in the rural and small community environment

Grade 1 through 5 - Sparks, Oklahoma and country area - population 200 -grades 4-5 walked three miles to county schools/one room school, grades 1-8 not terribly bad

Grades 6-7-8 - 1/2 day session in the large cities in California

High School - 80-100 students/graduation class of 20

1st Job - teacher/coach HS 100/1st Principalship - same school

1st Superintendent - 300 students K-12/ 80 students in high school

Great Experience - for my job at Klamath Falls - 5000 students/K-8 2500 each (Elem and HS)

9-12 - 2 high schools (been here 21 years) We have - administrative charge of everything - buses/cafeteria/maintenance, etc.

I immediately gained credibility - by being able to talk their language

2nd - Let me share with you some research on the rural and small schools -and since I am not being graded on my presentation, I will not cite each source of my information (but it is available if anyone has interest)

1. There are a little over 16,000 school districts in the United States - of which 11,850 or 50% are classified as rural or small districts, that is with 2500 or fewer students
2. 16% of the total school population, or 7.7 million students, are educated in these small schools.
3. By states there is a great variance in school district sizes: from Florida with all county unit school districts - where No Small Districts exist, to Montana where 488 or 89.2% of the districts are classified as small or rural

4. Many school systems across the nation have separated school districts for Grades K-6 or K-8 and 9-12 programs. Example - Cook County, Illinois (where the city of Chicago is located) has 148 school districts but only two districts are organized on a K-12 basis. All others have some other form of organization - primarily K-8 and 9-12.
5. Very little movement has been made over the past ten years relating to the numbers of school districts, despite much talk by state boards of education and state legislatures

3rd and 4th - Efforts across the county to consolidate or re-organize the small schools - and what have been the results.

Over the last 30 years for many reasons, and many times political - major efforts have been made to create larger high schools; to create larger elementary schools; to create (less) and larger total administrative districts; and in some <u>big cities</u> to create schools within a school - so you have <u>smaller</u> administrative groups and more personal attention.

Some states have been very successful in creating larger <u>administrative</u> districts; such as Florida and Nevada, where all school district boundaries are the political boundaries of county lines. This has been fairly well accepted in Florida, but <u>Nevada</u> has constant efforts to undo what they currently have.

In my own current community, Klamath County - the other district 6500 students - is located in one urban community of 45,000, and six small communities some 150 miles apart. (In Oregon - we vote budgets every year) - This District has great problems - jealousy - and no real feeling of togetherness.

In the last two years, efforts on the part of states to consolidate schools have been met with great resistance from a power structure that I doubt many of you in the small schools would even have thought existed.

Let me cite three specific examples - all fairly close to your own State of Kansas.

First, the State of Oklahoma - and let me read a news report for you. Quote: "CONSOLIDATION FEARS KILL OKLAHOMA SCHOOL STUDY. The Oklahoma Board of Education, bowing to pressure from rural educators and lawmakers, has decided to drop a planned study of whether the state should set 'optimum' enrollments for public schools.

"Hundreds of protesters jammed into the board's chambers during an August 27 hearing to voice their opposition to the proposed study, arguing that it would result in unwanted school consolidations.

"The board agreed, over the summer, to consider the issue, after receiving a report from a committee on school finance created by the legislature. That report suggested that school districts should strive for 'ideal' enrollments of 1,200 students for high schools, 700 for middle schools, and 470 for elementary schools.

"The school-finance group recommended several means of achieving the optimum enrollments, including increased cooperation among districts and shifts in district boundaries." AND remember, this was only a recommendation to "study whether the state should set 'optimum' enrollments for public schools."

2nd, in the State of Nebraska - The issue was a little more complicated. The issue of (1) school consolidation (eliminating of all single elementary districts; (2) changing the school financial structure; and (3) increasing the state sales tax - were all together in one single package passed by the Legislature. Through the referendum procedure in Nebraska, this was forced to

a vote of the people - the school-consolidation issue being the focal point of the issue. The issue was defeated at the polls on November 4, 1986, by a vote of 173,000 yes - 344,000 no - or about a 2-1 margin of defeat.

3rd, State of Illinois - (1) Schools of Illinois consist of 989 school districts - with 75% of these hitting the small school category; (2) Illinois also has 11 1/2 million people, 8 million of these in the Chicago area.

The state Board of Education in Illinois made a study which had as its bottom line outcome: "All school districts in Illinois should be in K-12 Administrative Districts and should have high schools of not less than 500 students nor more than 2400 students."

This was introduced as a bill into the Legislature. At this point the small school structure went to work - not just the rural small schools, but also the urban and suburban small schools who liked the way their current schools were operating. Enough pressure was brought upon the Legislature by school people that the Governor not only pulled the proposed legislation from the State Superintendent's office, but also killed the study bill that was to be used as the background for the legislation. Remember, this is a state where 8 million of the 11 1/2 million people already live in Chicago.

During this activity in Illinois, a number of studies were conducted to compare the quality of program and the student product from small vs. large schools - and I will comment on that in a few minutes.

5th - The small schools have been a political force, not only in states, but also within the governance of American Association of School Administrators.

1. It has only been about 10 years ago that special attention was given to the small schools within the AASA structure by the creation of a support group with the title of Small Schools

2. Since that time, this segment of our membership and organization has grown by leaps and bounds

   (a) Small schools now have their own summer conference which is held in various parts of the nation with some 250-300 in attendance each year. (Worthy of noting, next summer the conference will be in Brainard, Minnesota, with combined efforts of AASA-NSBA for a joint conference; this is a conference good for you superintendents and board representatives to attend)

   (b) Small schools have had their own publication and do put out a review of summer programs

   (c) The Small School Committee has special programs at National Convention geared towards their needs

   (d) It is in the elections of the governance of AASA where the small schools have really shown their political powers:

      (1) In 1984 - the small schools ran a candidate from a small school in Montana for the Executive Committee of AASA - against a field of five - and their candidate won going away

      (2) The following year, the small schools again ran a candidate from a small school in Minnesota, and despite some reluctance on the part of Minnesota to support, since they had a president of AASA the year before, the small schools won the primary. With the State of Minnesota's help in the general election, small schools won another seat on the AASSA Executive Committee.

      (3) In an election now being held - the small schools are vying for both an Executive Committee position (Idaho) and the

Vice-President's position (Montana). It will be interesting to hear the outcome.

6th - What about the quality of students from the small schools? This question could undoubtedly be debated for days because of research on both sides of the issue, and the fact there are so many intangibles involved:

1. Is it fair to compare student success (or lack of) in the large urban school vs. the rural small school?
2. Does riding on a bus 60 minutes each way to school have a bearing on a student other than grades?
3. Do the brightest of teachers prefer the large school system where they teach more specialized courses and have less preparation?
4. Do more of the handicapped students migrate to the large cities where more services are available - and thus maybe lower test scores and increase the drop-out rate?
5. Is participation in student activities important for most students' full development?

These are just a few examples of the arguments you will encounter when you debate the issue of small vs. large schools.

Let me cite for you, however, one study that was done in Illinois at the time the debate was hot and heavy on potential school consolidation in that state. A study was done by two Illinois active superintendents, Robert Rogers of Bluffs Community Schools and Hobson Bale of Liberty Schools. The results of this study, which involved 34 Illinois High Schools with enrollments of less than 500, was published in June 1987 and found the following:

1. Course offerings far exceeded the state mandates
2. A high percentage of the students were enrolled in challenging academic classes

3. Small schools were not inefficient when judged by per capita tuition costs and operating expenses per pupil. In fact, they were much lower than the large city districts
4. A larger percentage of students from small schools who go on to four year colleges or universities do
5. Small schools had a drop-out rate which was significantly lower than the state average
6. A far higher percentage of students participated in extracurricular activities than in the large school systems
7. The 5-year ACT average score for the 34 schools in this study was higher than the national average for the same ACT scores
8. Both teacher and administrative salaries were lower in these 34 school districts than in the large districts in the state - or in the state as a whole

Therefore - the bottom line of this study is fact. In the State of Illinois these 34 small school districts are producing a quality education program for its students when compared to the larger schools in the state.

7th - And now let me conclude my remarks here today with a more personal viewpoint toward the existence and program of small schools and let me do this with five recommendations:

1. Small schools do an excellent job with the 70% of students in the middle of the pack - it is the 15% at either end of the scale that need special help. The small school community needs to be willing to support that help. There are numerous ways to accomplish this - but it takes effort and dollars. Still, it must be done.
2. Small schools must be willing to have sufficient staff so each teacher is adequately prepared in the classes they are assigned to teach. A math teacher with five different classes and five preparations is not

a real problem, because the small class size in most cases compensates for that. But having a qualified math teacher pick up one English and one Spanish is asking too much and will cause justified criticism.

3. Small schools need to work on an organized basis with higher education in the training of teachers for going directly into the job market of small schools. These students need to be better prepared and better understand what is expected of the typical classroom teacher. In a large school, a teacher may have only five classes and no extra duty assignments unless they specifically ask for extra assignments. They are paid accordingly. Likewise, a teacher may live any place and has few responsibilities, if any, once the school day is over. It would be well to know, and in fact would be appalling to many new teachers, that in a small school they would not only teach five or six classes but would be assigned one or two club or class advisory positions, including evening school activities, and would be expected to become a regular part of the community.

   The State of Oregon (which in itself is rural) has just completed a rather intensive research project of first-year teachers as to their strengths and weaknesses and surprises on the job. The most prominent response was, "Nobody at college talked to us about the job assignments outside the teaching day." This was not that they really minded, just that they had no background on what to expect.

4. The Federal, as well as the State governments, should realize the unique problems faced by the small school district so far as funding of quality programs for the few is concerned. They must be willing to supplement these districts with sizable sums of dollars on the same basis they do the large urban school districts for desegregation busing, model schools, and the like. You in the small schools are,

by your own initiative, finding the tax dollars to support quality programs while the Feds and the States are bailing out the large city schools that won't fund themselves. Why not treat small and large alike.

5. Let me close on a recommendation, really a series of two recommendations, that I believe is the most important of anything I have said here today.

1st - Be willing to budget travel funds for both School Board and superintendent to state and national conventions; AASA in February each year and NSBA in April-May each year plus state convention and conferences such as this. Inservice programs are just as important for school board members and administrators as they are for your teaching staff. You must be willing to budget these funds.

2nd - Directed at School Board members in the audience: As a school board, work hard at finding the right person as superintendent for your district - and once that job has been accomplished -pay that person what it takes to keep him or her happy and satisfied in the job.

A school board makes no greater decision each year than in setting the salary and working conditions of your superintendent. You should be willing to face the public in doing what is necessary to keep your educational leader with you.

Too often - as you may remember from the Small School study in Illinois - teachers, but especially administrators, do not fare nearly as well in the small schools in salary comparisons as in the large school districts. Obviously you can't pay the superintendent of the small and large districts the same; but

the small school district of 500 students K-12 should be willing to pay a salary comparable to the salary the neighboring big district pays for its building principals.

Too often this is not the case across the nation.

I appeal to Board Members to be fair with the salary of the superintendent you love and want to keep, so that when the time comes to hire a replacement, you don't feel it necessary to raise the salary to get the right person - who joins you as an unknown. If you hire and pay for quality leadership in your school, you will have taken care of quality programs in your schools.

As a final note - let me direct specifically to school board members in the audience today:

"The task you as school board members have taken on is one of the finest public service jobs in the world. As local school board members you are shaping the lives of so many young people - and thus the future of this nation."

I stand humble before you today and wish you God speed for a great experience at this convention, so you can better serve the young people of this nation.

Thank you for inviting me to be a part of your conference.

Arkansas Education Reform: Raising Taxes, Test Scores, and Expectations

Paul Root
Special Advisor on Education to the Governor of Arkansas

In the winter of 1983, the State of Arkansas was faced with rewriting its school aid distribution formula because the Arkansas Supreme Court ruled that its present formula for distributing aid was unconstitutional. Governor Bill Clinton, the Arkansas Department of Education, the Arkansas Association of School Administrators, the School Boards Association, the Arkansas Education Association and the Rural Education Association met as representatives of the public schools of Arkansas to determine how the new funding formula would be written. It was determined early that new taxes would need to be provided in order for all schools to have a chance to be improved.

Governor Clinton began stumping the state, building support for the new taxes for improved education.

A standards committee, created by the Arkansas State Legislature and headed by Governor Clinton's wife, Hillary, was already at work. Their goal was to raise the minimum standards required of all Arkansas schools. As the standards committee was formulating its report with 75 open hearings and constant television and newspaper coverage, the Department of Education and Governor Clinton's staff was studying education reform in every state and making recommendations on what should be included in the reform package to be introduced to the Arkansas Legislature.

When the standards committee completed its report, Governor Clinton called a special session of the legislature and opened the session on state-wide television explaining the program to the entire state. What followed was the longest special session in the history of the Arkansas Legislature. A sales tax and more than 100 new laws were passed regarding education in

Arkansas. All areas of education were considered and extra money was provided for higher education, vocational education and adult education as well as general education. New programs of recognition for schools, teachers and students were created. New programs were created for the improvement of teaching, improvement of schools and parent involvement. Money was provided for a new program of academic scholarships and more money was provided for consolidation of schools that did not believe they could reach the standards. More than 90% of Arkansas public schools were required to raise their local millage in order to meet the standards. Many of the small schools doubled their millage.

The greatest expense for the small schools was expanding the curriculum and student services. The greatest expense for the larger schools was reducing class size.

Arkansas has raised taxes, test scores and expectations. Whether we have made the correct decisions which will result in an improved quality of life for all Arkansas is not clear. It is clear, however, that Arkansas has made a bold effort to deal with the inequality of educational opportunity that existed and to prepare all Arkansas students with the educational tools to compete in a fast changing world economy.

Dr. Lee Droegemueller
Commissioner of Education
State of Kansas

I think we all are here to improve education for the children of Kansas. And not only today did we hear about improving education, but perhaps the survival of our communities. The work that we have to do in teaching and in the learning process depends on how education is funded and what we can do to enhance and increase those opportunities for children. In the funding area, I think in terms of the open admissions policy changes, one has to look at the implications of this.

The first implication is, if our community colleges get an increase in enrollment of students that do not meet the new requirements, that will be additional money as they are funded by the number of units which they are getting. So, as their enrollment goes up, additional money has to be granted to them.

Right along with that, you in the rural schools are going to have to find ways, and it takes additional resources, of meeting the requirements. Many of you are doing that now. But as you gear up for that, the energies and resources have to be accounted for. In addition to this, I think we have an obligation to not forget the non-college bound student. Our vocational programs, those students that need more hands-on experience, those students that need the special programs which are now being hard pressed -- those needs have to be addressed. If we neglect them, we could be facing one of the larger disasters in Kansas education. Should those students drop out, should their needs not be met, should they not be assisted in becoming highly productive students, then we have left something undone. I really have some concerns about those students.

Right along with this same emphasis, we just finished our scan with McRel of what's happening in our rural communities -- just as the stock market has been going up and down and moving about change is happening. Change is not going to slow down in Kansas if those predictions are right. It's going to keep moving; there's going to be as much uncertainty in the next five years as there is now with regard to the stability of our communities. We are going to get mixed signals. That's going to create some additional pressures, no question about it. As the economy changes, so are the schools going to be changing. There's going to be a need for some restructuring. I guess to put it simply, as I listen and I vent at this conference, fixing up schools no longer is part of the ball game. We are going to have make major strides in terms of addressing these needs. I hear that both in the legislature and from the citizens. We are going to have to take a look at some of the strides that have to be made, and we are going to have to address those. We're going to have to not only address the education of the children in our community but we're going to have to step a little bit further and we're going to have to work with the community fathers, the Chambers of Commerce if we have them or whatever institutions there are in assisting the communities to develop and grow and to become healthy and revitalized. I know that's a big task, but more and more education is facing that. Not the problem of doing it, but it's the problem of getting the resources directed to that opportunity, and I say it as an opportunity.

If we look at the children that we have in our community, I think you have to ask one question: How many of the brightest children, the most assertive with regard to self development, are staying in our communities? If we are finding most of those people are leaving, then we have to address, how to keep them there.

Now for the good news. The good news is that what I saw today and what I experienced today says that there are great things happening in the small and rural schools. The new technology, the way that you're addressing the problems, the way that we're looking at those problems and watch some of the satellite presentations that were made probably means that we're in one of the most exciting times in education. You are and can be on the cutting edge to the breakthrough towards individualized instruction, and that breakthrough not only means that we'll be able to customize our educational program for the children, but we'll be able to involve the families and involve communities. Right along with that, we are in the process of looking at our strategic plan at the State Department. We are going to do the following things: I am going to be naming and possibly hiring a director that will address the rural school problems and the problems of the small school. We are going to be taking a look at the in-service programs including the internship program, the next month of December. If you'd like to make some presentations, the board will be taking about an hour to two hours at the December board meeting to investigate that fully. We are going to look at it, not only from the needs of teacher certification, but we're going to look at it from the needs of how can we assist you in delivering instruction in your schools and making it better. We are going to be also taking a look the whole issue, and we are in the process now of certification and accreditation, of distance learning and that process. We will be asking for input, be forming a new task force to look at that and to get on with business. In other words, we are going to have a major focus that will look at the funding that will be working with you and assisting you in developing new programs that we need to carry on the wonderful education that you have been delivering to the students in Kansas. So, be watching, and I'll be asking and calling on some of you in the near future. Thank you.

The Image and Function of Home Economics at the Secondary Level

Evelyn Hausmann and Mary E. Griffith
Kansas State University

Secondary home economics in Kansas, as in many other states, has been experiencing a decline in enrollments, an eroding of academic respect and a lessening of support from parents, students and administrators. In order to reverse this tide and to identify a unified direction for home economics, it seemed vital to assess opinions from school administrators and home economics teachers relative to their concept of home economics in today's schools.

A four-page questionnaire was mailed to 75 randomly selected principals and 75 home economics teachers. For the principals 73% and for the teachers 82% returned useable responses. The principals and teachers, randomly selected, represented middle/junior high schools, senior high schools, and rural and urban schools with populations ranging from 135 to 2500 pupils.

Sections I and II of the questionnaire covered demographic information related to the individual and the school.

Sections III, IV, V and VI provided questions related to skills, content and rigor. The last two sections asked questions related to barriers and recommendations for change. The following information and analysis provides a very vivid "picture" of the changing concept of what home economics should be at the secondary level today.

CODE: 1 = not at all; 2 = very little; 3 = to some extent; 4 = frequently; 5 = extensively

SECTION III--To what extent are basic skills and academic competencies developed or strengthened in secondary home economics? (Communication, Mathematics, and Scientific skills) (3 questions)

	CASES	MEAN	SIG. LEVEL
GROUP 1--Teachers	62	3.73	.013
GROUP 2--Principals	55	3.47	

SECTION IV--Analytical and life management skills: thinking, problem solving, family crises, changing life-styles, dealing with priorities, and economic and social responsibilities. (4 questions)

	CASES	MEAN	SIG. LEVEL
GROUP 1--Teachers	62	4.04	.001
GROUP 2--Principals	55	3.60	

SECTION V--In your judgment to what degree could the following activities or changes enhance the public opinion and respect for home economics?

		GROUP	MEAN	SIG. LEVEL
8.	New names for courses, more in keeping with current social, economic, and employment trends	Teachers	3.42	
		Principals	3.18	.196
9.	Clear identification of the purpose, competencies, and sequence of subject areas in home economics	Teachers	4.00	
		Principals	3.52	.005
10.	Increased academic rigor and requirements in all home economics courses	Teachers	3.60	
		Principals	3.07	.005
11.	Deemphasis of skill development (cooking and sewing), while stressing content that reflects the social, economic, and employment needs of students	Teachers	2.89	
		Principals	3.02	.464

SECTION VI--To what extent should these courses (or courses covering this content) be emphasized?

		GROUP	MEAN	SIG. LEVEL
12.	a. Parenting	Teachers	4.65	
		Principals	4.22	.000
13.	b. Consumer Practices	Teachers	4.67	
		Principals	4.16	.007
14.	c. Life Skills	Teachers	4.58	
		Principals	4.24	.007
15.	d. Nutrition and Physical Fitness	Teachers	4.48	
		Principals	4.06	.001
16.	e. Planning a Professional Career	Teachers	3.63	
		Principals	3.45	.267
17.	Development of team-taught courses to meet state graduation requirements (examples: Food Science for science requirement; or Consumer Education, Family Life Patterns for social studies/science)	Teachers	3.65	
		Principals	2.74	.000
18.	Development of specific marketing plans and activities, including work with school personnel, parents and community/business groups	Teachers	3.66	
		Principals	3.47	.261

Principals and teachers were asked to identify what they recognized as the primary barriers to change and growth in home economics. Furthermore, they were requested to list what they considered to be the most critical content to be offered in home economics.

PRINCIPALS

BARRIERS TO HOME ECONOMICS--
Major Barriers to Changes in and Growth of Home Economics

BARRIERS	RESPONSES
1. OUTDATED CURRICULUM --Lack of academic challenge --Irrelevant to today's societal needs/issues --Too much cooking/sewing/skill courses --Too much of the same thing--Sr. High repeats Middle/ Jr. High --No need for courses --Sexist --Lack of courses designed for total student body	46
2. TEACHER ATTITUDES AND PERCEPTIONS --Inflexibility --Courses and ideas too traditional --Stereotyped attitudes relative to home economics --Teachers not up-to-date	38
3. IMAGE --Lack of academics --Lack of respect --Lack of support from school administration --Lack of support from parents and community --Course content fails to relate to the current concerns of today's families	31
4. LACK OF COURSES AND CONTENT --No focus on problems/concerns and needs of individuals and families	27
5. INCREASED GRADUATION REQUIREMENTS	22
6. LACK OF STATE AND/OR SCHOOL REQUIREMENTS FOR HOME ECONOMICS SUBJECT MATTER	15
7. LACK OF FINANCES --Old equipment --Old department	13

TEACHERS

BARRIERS TO HOME ECONOMICS--

BARRIERS	RESPONSES
1. OUTDATED CURRICULUM --Failure to relate to both sexes --Lack of academic rigor --Courses focus only on food and clothing --Failure to attract males --Provide no academic preparation for college-bound students --Do not offer courses that focus on problems in society today (single parents, drugs, AIDS, parenting, consumer education, etc.)	59
2. TEACHERS'S ATTITUDES AND PERCEPTIONS --Old stereotyped ideas --Failure to update perception of home economics in today's curriculum --Lack of knowledge relative to current societal needs --Wrong concept of the role of today's home economics	57
3. FAILURE TO EMPHASIZE SOCIAL, ACADEMIC, ECONOMIC AND FAMILY CHANGES --New family patterns --Single parents --Two-career families --Technology --Food patterns	42
4. IMAGE --Lack of parent, student, counselor and administrative support --Poor public image in state and nation --Lack of marketing --Lack of current teaching materials --Low academic students	39
5. COLLEGE/UNIVERSITY --Lack of university course/content change --Lack of university role models --Lack of State Department and inservice education changes --Inflexible certification requirements	28
6. HOME ECONOMICS SUBJECT MATTER TAUGHT BY OTHER AREAS (i.e., Social Studies, Sociology, Business, Health)	15
7. INCREASED STATE AND DISTRICT ACADEMIC REQUIREMENTS	13
8. LACK OF FINANCES --Old equipment --Outdated books --Outdated departments --Absence of new curriculum materials	12

PRINCIPALS

MOST IMPORTANT CONTENT and subject areas relative to academic, social and economic growth of students. (Principals could list as many items as they wished.)

MOST IMPORTANT	FREQUENCY
1. HUMAN SEXUALITY --Individual and family living skills --Family patterns --Sex education --Child care/development --Teenage problems --Family crises	43
2. HUMAN RELATIONS --Life skills --Social skills --Communication skills	38
3. CONSUMER ECONOMICS --Consumer practices --Budgeting --Management	31
4. PARENTING	28
5. HEALTH/NUTRITION --Wellness --Substance abuse --Personal/physical health	24
6. CAREER DEVELOPMENT --New technology --Leadership skills	11
7. BASIC FOODS AND CLOTHING --Microwave	4

TEACHERS

MOST IMPORTANT CONTENT and subject areas relative to academic, social and economic growth of students. (Teachers could list as many items as they wished.)

MOST IMPORTANT	FREQUENCY
1. HUMAN SEXUALITY --Parenting --Teenage pregnancy --Single parents --Child development/care --Changing family patterns --Life cycles	72
2. CONSUMER ECONOMICS --Consumer practices --Budgeting --Management --Family economics	61
3. HUMAN RELATIONSHIPS --Family relationships --Communication skills --Social skills --Self-image --Self-esteem --Personal development	57
4. SURVIVAL SKILLS --Independent living --Life and living skills --Changing social needs --Decision-making and problem-solving skills	51
5. HEALTH/NUTRITION --Wellness --Physical fitness	42
6. CAREER DEVELOPMENT --Technology --Employment opportunities and preparation --College opportunities	31
7. LEADERSHIP SKILLS --Basics (math, science) --Communication skills	29
8. FAMILY CRISES --Drug abuse --Death --Mental health --Health and safety	25
9. MORE CLOTHING AND TEXTILES, FOODS AND NUTRITION, COMPREHENSIVE HOME ECONOMICS, KEEP IT THE SAME	12

Conclusions

The following conclusions are drawn from the findings of this study.

1. The basic academic skills (communication, mathematics and science) are strengthened by secondary home economics through their application in the daily lives of individuals and families.
2. Analytical skills and life management skills are an integral part of secondary home economics. They are enhanced as applied to problem solving, family crisis, substance abuse, career planning and decision making.
3. The following changes are identified as means for enhancing the role and respect for home economics:
   - Focus on current issues and concerns of individuals and families
   - New and updated courses/names/content areas
   - Precise identification of roles and functions in today's curriculum
   - Courses designed for the total school population
   - Deemphasis of skills
   - Increased academic rigor
4. The primary barriers to change and growth in home economics include:
   - Outdated curriculum
   - Teacher attitudes and perceptions
   - Image
   - Failure to emphasize social, academic, economic and family changes
   - Lack of college/university courses and content update
   - Increased graduation requirements
   - Home economics subject matter taught by others
   - Lack of finances

5. The most important home economics areas to emphasize are:

   - Human Sexuality
   - Human Relationships
   - Consumer Economics
   - Health/Nutrition
   - Parenting
   - Survival Skills

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Challenges, Responsibilities, and Desired Traits of Rural School Superintendents

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A successful rural school administrator needs an array of talents and abilities to meet the diverse needs of teachers, students, parents, and community members. Little information is available to identify these qualities, however. The purpose of this study was to determine, from the perspective of school board presidents, desirable traits of successful rural school superintendents, and qualities which rural school boards look for when hiring superintendents.

Two surveys of approximately 300 school board presidents each were conducted, drawing responses from most of the 42 states having school districts with enrollments of 300 or smaller.

Both groups of school board presidents indicated that the major challenge confronting superintendents was school funding. Next on the list of concerns shared by both groups were student achievement, improving school curricula, and securing and retaining teachers. Consolidation of the district with a neighboring district was not considered to be a major challenge by most respondents.

The major strengths possessed by the superintendents included human relations and communications skills, financial and organizational management skills, and good moral character or personality.

Many of the school board presidents felt that their superintendents had no weaknesses. Of those who did, however, poor interpersonal relations was most frequently mentioned.

Asked to respond to certain traits for which they would look if they were to hire a new superintendent, the school board presidents said they most

desired that the candidate enjoy living in a small community. Other important traits included having high moral and/or religious values, understanding the sociological implications of living in a small community, and being aware of current research practices and innovations in education.

Having extended family or relatives living in the area and being male were traits of least importance in the selection of a rural school superintendent. Being married and being opposed to district consolidation were also considered to be of lesser importance.

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An Economic Evaluation of School District Size and Resource Use in Public Schools: A Case Study in Eastern Nebraska

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Declining agricultural land values and low commodity prices have seriously eroded the economic base of production agriculture during the 1980s. The resulting economic stress in the agricultural community has wide reaching effects and implications. Because of Nebraska's large number of school districts of which many have low student enrollments, there may exist substantial cost savings from combining some or all operations of certain school districts and at the same time increasing the efficiency of resource use.

This study estimates the average total cost function for fifty-three selected public school districts in Eastern Nebraska over the time period 1981-1984. In order to account for quality differences between the school districts over time, an index of the quality of educational services is developed and incorporated into the economic cost model. A covariance procedure is then used to pool time series and cross-sectional data. The estimated results indicate significant economies of size, especially for school districts with average daily attendance (ADA) levels of less than 400. Cost savings of lesser amounts occur up to a school district size of 1,122 ADA.

Results from a supplemental survey done on the fifty-three public school districts (of which thirty-two responded to the survey) are also presented. The survey was conducted to obtain supplemental information on topics including the quality of education, excess capacity, and the post-secondary education plans of high school graduates. Additional information is also presented on the expenditures and receipts of these school districts.

Once it has been established that economies of size exist for this sample of Nebraska public schools, the next step is to address how the public school districts can utilize these economies of size. For smaller school districts, a possible means of cost savings would be to merge programs or facilities with other school districts. The issue of school consolidation requires careful evaluation of not only economic factors but also non-economic considerations such as possible loss of identity for small rural communities and the effect of time lost to the students who are being transported greater distances. This latter concern could reduce extracurricular involvement and have a negative impact on students' development.

Implications of the Information Society on the Rural Community and Rural Education

Vernon Deines
Regional & Community Planning - Kansas State University

The information society (post industrialism) is replacing our industrial society, according to a number of experts. Paul Hawkens has termed this as the "new economy" based on the concept of the increased use of knowledge and information and the decreased use of energy, materials and capital investments in the production of goods.

What effect will this change have on American society, including how we work, study, shop, recreate, and other activities? How will the telecommunications technology affect transportation and land use patterns in cities, small towns and rural areas? What role can planners perform to use this telecommunications technology in a creative way for community development? Finally, what effect will these changes have on education in rural schools?

Before we attempt to answer these questions on how this shift to an information society will impact our communities, let us first examine some trends leading to the information society and the current economy:

1. evolution of communications through history.
2. post-industrial society work force distribution in the United States (1970-2000).
3. labor force distribution by sector for six developed nations (1950's to 1970's).
4. employment in agribusiness in the United States (1960-1980).
5. statistics on the work force, unemployment and hourly pay levels; some recent comparisons between the United States and other nations, and

6. cumulative current account balances of the World's principal creditors and debtors (1970-1984).

An examination of the data indicates that the United States has become an information society with an increase in employment in services (information, knowledge, education and other) and a decrease in employment in agriculture and manufacturing. With the differential in labor costs, manufacturing employment is shifting from developed nations to developing and underdeveloped countries and Americans are increasing their purchases of foreign goods and services. This has resulted in a critical deficit of balance of payments in the export-import trade between the United States and other countries. Additionally, due to high interest rates and other stability factors, foreign investment in the United States has accelerated in recent years. As a result, the American economy is approaching a crisis situation that could have severe impact on our society, its financial institutions and our federal, state and local governments. Thus, with the transition from an industrial society to an information society and with the current state of our U.S. economy, what can planners do to best serve their communities, regions, and states? This is particularly critical in rural America.

Historically, communications and transportation have played a major role in shaping the form of our cities. This process of urbanization includes a variety of social, economic, political, and physical elements. Comprehensive planning can be used to achieve the desired change in the development of a community. With the transition from an industrial society to an information society, planners now need to consider:

1. the economics of location for work, study, shopping, recreation, and other activities,
2. the social interaction of these activities, including new definitions of work and leisure,

3. the politics of decision making about funding public facilities and services to provide these activities, and
4. the physical infrastructure, land use, and transportation patterns required to support these activities.

These evaluations of the way we live, work, study, shop, and recreate in the information society/new economy will provide us with the altered relationships of the economic, political, social and physical elements of our communities so that we can plan for appropriate future development such as education and schools. Considerations for planning also include:

1. In town infill and preservation (compact city)
2. New towns (Reston, Virginia, and Columbia, Maryland)
3. Energy interdependence (Davis, California)
4. Self sufficient community (Amish lifestyle)
5. Bioregionalism (The Land Institute, Salina, Kansas)

NOTE: An excellent source of information on these five considerations for the future of our settlements is: Gary J. Coates, (ed.), Resettling America: Energy, Ecology and Community, Brick House Publishing Company, Andover, MA, 1981.

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Aerospace Education: A Motivation Tool for Schools

Barbara J. Baldwin, President-Elect
Kansas Commission on Aerospace Education

From the beginning, man has looked toward the stars and aspired to fly. His passage from earth to sky is one of his most noble achievements. From Daedalus of mythology to Neil Armstrong who walked on the moon, a chosen few of each generation have been inspired to expand man's knowledge and capacity in the realm of flight and space. The qualities of vision, dedication, courage and sacrifice must be nurtured for the generations to come.

Current literature and rhetoric proclaim the "New Basics" - English, Math, Science, Social Studies, and Computer. None would disagree as to their importance. The principal question, however, that is not being asked, is how do we get students to develop greater interest and skill in the new basics? As educators, we must search for and develop new, innovative ideas to reach students with the basics.

Aerospace Education can fill that need. Aerospace can be defined as all those areas dealing with flight and space - from balloons to the space program. It is important to realize that when we speak of aerospace education, we are not intending to teach students to fly airplanes or space shuttles, but rather to help them understand the rich heritage aerospace has given us through history, literature, science, math and related fields.

It has been estimated that by the year 2000, we will have a permanent colony on the moon, and a permanent space station. Plans are on the drawing board for a manned Mars landing. It is more than likely that several students in your classes NOW will have a career in one of these new frontiers. In order for them to be prepared to make these career choices, we need to help them understand what aerospace is all about.

It is sometimes difficult to motivate today's students. They often see no reason to learn what we have mandated they learn. Aerospace education offers stimulation to those reluctant students, not only by relating aviation and space to subjects taught, but by studying aerospace in and for itself, to better understand the possibilities this frontier has opened up.

Aerospace is CURRICULUM -- every subject taught can be related to the aerospace field -- from Home Economics to History; Language Arts to Science.

Aerospace is VALID -- studies have shown that children retain more aerospace and science related material over a longer period of time than basic curriculum, such as English.

Aerospace is CURRENT -- materials are continuously being updated and made available through a variety of sources.

Aerospace is AVAILABLE -- Kansas is fortunate to have a variety of resources available to make teaching aerospace easy. Graduate classes are held each summer at WSU, KSU, Ft. Hays State U., Pittsburg State U., and Salina. The Young Astronaut program has 45+ chapters in Kansas, and is growing. Although a National Program, teachers have resource people available locally to help them get chapters started. The Federal Aviation Administration and NASA have a wealth of materials (FREE) for educators.

Aerospace Education is not a separate curriculum, it is a motivating tool. For any teacher willing to take the first steps, it is indeed a FLIGHT INTO THE FUTURE!

Early Prevention of School Failure Program: Working with Young at Risk Children

Charlotte Svaty

The goal of the Early Prevention of School Failure Program is to prevent school failure through early identification and remediation of developmental learning deficiencies in 4 to 6 year old children; deficiencies that would adversely affect their school performance. The goal is achieved by the successful implementation of the six identified critical and observable project components. These components are:

TEAM SCREENING All incoming students are screened in five modality areas (Language, Auditory, Visual, Fine Motor, Gross Motor). Speech and hearing are also assessed.

TEAM CONFERENCING Observations, screening scores, and parent information are compiled and evaluated. Appropriate educational recommendations are made regarding each child's learning style and special needs.

EDUCATIONAL PLANNING Based upon the conference recommendation, teachers plan activities to meet the needs of the child. Children needing additional modality training are grouped and given developmental skill activities in the modalities of need.

MODALITY INSTRUCTION During daily modality instruction, the identified children practice the basic skills in their concern areas.

EVALUATION Identified students are evaluated at the end of the year to determine the amount of development in the modality areas.

PARENT INVOLVEMENT Parents are encouraged to become knowledgeable about the program, to volunteer in the classroom and/or work with their child at home.

Grants for Rural and Small Schools at the National Endowment for the Humanities

Carl Dolan

Participants in this workshop learned about the wide variety of funding opportunities for teachers, students and schools at the National Endowment for the Humanities. Carl Dolan, coordinator of the Endowment's outreach program to underserved school communities, conducted the session. Programs include individual fellowship opportunities for teachers (stipends ranging from $750 to $27,500), summer seminars for teachers ($2,750 stipend), independent study for students ($1,800), faculty development projects (grant amount awarded varies), and large collaborative efforts between schools and colleges.

In addition to presenting information about the programs, Mr. Dolan explained how best to write NEH applications, and will assist any potential applicant, now and in the future, to develop their most competitive proposal.

Learning Strategies

Developed by: Institute for Research in Learning Disabilities
The University of Kansas (KU-IRLD)

Donald D. Deshler, Ph.D.
Director

Jean B. Schumaker, Ph.D.
Coordinator of Research

WHAT ARE LEARNING STRATEGIES?

In almost every educational setting there are some students who are low achievers. The causes of low achievement are quite varied, but in many instances students perform poorly because they have not learned "how to learn." Recent research has shown that students can be taught "how to learn" by teaching them learning strategies. Learning strategies are techniques, principles, or rules which enable a student to learn to solve problems and complete tasks independently. In short, learning strategy instruction focuses on both how to learn and how to effectively use what has been learned.

As students progress through the educational system, the curriculum places increasing demands on them for acquiring and memorizing large amounts of information and for demonstrating their knowledge and command of this information. The Learning Strategies Curriculum has been designed to enable students to cope effectively with such curricular demands and to teach them how to generalize their use of these skills to a variety of settings. The overriding goal associated with the Learning Strategies Curriculum is to enable students to learn skills and content and to perform tasks independently.

The Learning Strategies Curriculum consists of three instructional strands: the Acquisition Strand, the Storage Strand, and the Expression and Demonstration of Competence Strand. Each strand consists of several task-specific learning strategies that have been designed to improve a student's ability to cope with specific curriculum demands. The strategies in the

Acquisition Strand enable students to gain information from written material (e.g., textbooks, novels, technical manuals). The Storage Strand strategies are designed to enable students to organize, store, and retrieve information. Finally, the Expression and Demonstration of Competence Strand consists of strategies that enable students to complete assignments, to effectively express themselves in writing, and to take tests.

Rural Parent Program Becomes Model for Statewide Parent Training

Kaw Valley Special Services
USD 321 - Rossville, KS 66533

The Parent Involvement Program of U.S.D. #321, St. Marys, Kansas, began five years ago with the award of a federally funded grant. The grant proposal was an outcome of the special educators' awareness of the importance of parent involvement in the success of special education programs and education in general. It was felt that many times the outcome of special education programs are threatened because parents do not have a full understanding of their child's special needs. This is not necessarily due to lack of interest on the part of the parents, but rather a lack of awareness and specific parental support and training. It was felt that parents could be taught a variety of skills such as behavior management techniques and communication skills along with the teaching of growth and development. The Parent Involvement Program was implemented to provide support, awareness, training and constructive information for children and families with special needs.

During the first three years the Parent Involvement Program implemented the following objectives:

1. Provide parents with basic information required by law. This objective addresses the standard that parents need to exercise their rights and responsibilities in light of federal and state special education mandates and laws.
2. Provide parents with an opportunity to expand their information base as it applies to parenting, behavior management, and dealing with anxiety and stress felt in a family unit.
3. Provide parents with more information and support in regards to their child's special education program.

4. Develop and implement a staff inservice and development program which will address itself to the process of effective communication, and support parents and families of exceptional children. This would be mandatory for all Special Education staff and offered as an inservice model to all the rest of the teaching staff in Kaw Valley Special Services area.
5. Make available to parents and families, on a need basis, a more intensive skill development program as well as independent counseling and therapeutic intervention.
6. Develop and implement a public information campaign to inform and educate the public about effective parenting, normal growth and development, and the development and stimulation of educational interventions to help children in all areas.
7. Develop and train a parents' group in each of the participating schools to provide assistance and training to parents and families of exceptional children.
8. Develop strategies and resources needed to develop an outreach program for preschool children who have special needs.

During the fourth and fifth years the Parent Involvement Program added the following objective:

9. Provide a "model" to other school districts for parent training with emphasis on the "team" approach to parent training.

As the need for Parent Training in other school districts became more apparent, the Kaw Valley Parent Program extended its services across the State of Kansas in the form of Parent Training Workshops.

Designed for teachers, counselors, psychologists, PTA leaders, child care workers, social workers, and church leaders who desire to become parenting workshop leaders, the workshop provides techniques and materials needed to

train and help parents develop a positive parenting style. Workshop participants gain skills in:

* developing one's effectiveness as a leader,
* sharing ideas and experiences related to publicizing, recruiting, organizing, and maintaining parent groups,
* expanding one's knowledge and understanding of new and nationally-recognized parent programs,
* learning about trends, issues, and solutions related to the challenges of single parent and reconstructed families, and
* developing an understanding of the content and principles related to specific parent programs.

To date the Parent Training Workshops have trained over 250 professionals and parents in Kansas.

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Career Paths, A Pilot Occupational Program

Peggy Wolfe - Sue Jenkins

Because so many of our students are now in the world of work, they could benefit tremendously from a pilot occupational program. Since they are having to work because of their families' economic levels, an occupational curriculum would teach them skills needed on the job. It would prepare them for their own job and jobs in the future. With such a wide choice in jobs and careers today, young people need to develop a career path to help them as their career changes and develops. A pilot occupational program could definitely help in this endeavor.

The project will directly improve the U.S. D. #378 vocational education consumer and homemaking program in the following manner:

1. Serve as a pilot project for initial implementation of improved and expanded employability skills education with plans for further development of the curriculum into an occupational program.
2. Improve the vocational employability skills of students and the instructor via updated and current curriculum resources which will further articulate the life/survival skills necessary for successful employment.
3. Develop student confidence both personally and professionally, therefore broadening individual student, as well as community, perspectives of vocational employment possibilities and increasing awareness of vocational career choices and job skills.

Local strategies will be used periodically to measure achievement of the above goals. These are as follows:

1. Pre and post assessments will be given to those students who participate in the employability skills classes/curriculum.

2. An interest inventory will be utilized at the beginning of the project to identify current status, involvement, and attitudes toward the program. These may be utilized with groups such as: prospective students, parents, administrators, fellow teachers, community members, business persons, and potential employers.
3. A follow-up survey will be sent to the same population utilized in the interest inventory. This instrument will help estimate school/community/parental insights as they relate to program achievement and/or progress.
4. Individual student/teacher consultation and evaluation will be made available throughout the school year. This may include personal conferences, interviews, videotaping, written exams, and presentation of projects/skills/competencies.

This employability skills program will be offered within the vocational education curriculum at U.S.D. #378 through the consumer and homemaking program. The classes will be publicized to all students and will be made available to anyone currently enrolled without any bias in application and/or selection.

Androgogy: An Effective Approach in the Rural, Small School Classroom and Community

Charles Oaklief - Associate Professor, Education, Kansas State University
Jackie Vietti - Acting Dean, Labette County Community College
Ty Patterson - Student Personnel, Washburn University
John Friel - Coordinator, Ft. Riley Program, Kansas State University

The concept of androgogy as described and defined in the field of adult education wasaddressed as it applies to all levels of education. The changing role of the teacher from presenter of information to learning facilitator, particularly in light of our rapidly changing, information intensive society and work place, was the foundation of this discussion. Fundamental differences between androgogy and pedagogy, as the two ends of a very broad continuum, was discussed with particular attention to the expectations each has for the roles of teacher and learner. Other educational theories and practices related to androgogy which may be more familiar to the traditionally trained teacher were used to span this continuum. Self directed learning, the teachable moment, and incidental learning were addressed, with emphasis on comparing pedagogical and androgogical views of the learner, external controls, motivation, and the role of the teacher. Activities students in the rural school environment are exposed to and traditionally participate in that either reinforce or make use of androgogical techniques were be presented as a foundation on which teachers can build to more fully utilize these principles.

School Improvement Process
A Systematic Approach to School Improvement

Dr. Michael Pomarico, Superintendent
USD #494 - Syracuse

Assumptions and Research

Assumptions Regarding School Improvement

1. All schools are capable of improving regardless of their current status.
2. All schools should be held responsible for teaching basic skills to all students.
3. Focus must be on the organization of the individual school to bring about desired change and improvement.
4. Local school organizations can create conditions required for change and improvement.

An Abundance of Research Tells Us That...

1. School improvement can be planned and managed.
2. Positive changes in schools are possible through systematic and deliberate efforts at improvement.
3. Large amounts of money to initiate and sustain improvements are not essential.
4. Local efforts to improve will produce desired changes.

Step Process to School Improvement

Step 1

Define an Effective School

1. Each school district must develop its own working definition of an effective school.

Definitions Should Fit

1. Overall district organization.

2. Community and local needs.

3. Individual schools.

Step 2

Identification of School Improvement Team

1. District team or building level team.

2. Only criterion is adequate representation.

Step 3

Collection of Pertinent Data

1. Community, teacher, administrator, board.

2. Student data.

Analyze Data in Relation to Definition of the Effective School

Conduct Further Collection of Data, if Necessary

Step 4

Preparation of the Improvement Plan

1. Data and other information should be shared with staff.

2. Reach agreement regarding needs and establish priorities as a staff.

3. Improvement team should serve as facilitators and resource persons.

Step 5

Write the School Improvement Plan

1. Goal statements should be written for each effective schools correlate, or for those areas identified as needing improvement.

2. Objectives should be developed that relate directly to identified goals.

3. Specific actions/activities that are needed to achieve the objectives should be listed.

4. People responsible for implementing each activity should be identified.
5. Time lines should be established.
6. Needs related to resources and staff development should be identified.
7. Evaluation and follow-up procedures should be identified.

Step 6

Implement Plan Including Evaluation Procedures

Step 7

Recycle Necessary Steps

Step W (Whenever & Wherever Appropriate)

Staff Development/Inservice

Should be ongoing and can be divided into three stages.

1. Awareness Stage

   An overview of school effectiveness.

2. Training Stage

   Should include content and skills which will bring about changes in professional behavior and will assist teachers in the implementation of activities stated in local plan.

3. Implementation and Maintenance State

   Related directly to objectives outlined in local School Improvement Plan.

Summary

Why School Improvement Process Can Work for You

1. Systematic vs Haphazard
2. Research Based vs Assumption Oriented
3. Team Oriented vs Disjointed
4. Data Based vs Think Oriented

5. School Owned vs Administrative
6. Formative vs Summative
7. Relevant vs Irrelevant

The Kansas State Inservice Plan: Milestone or Millstone?

Walt Mickler, Coordinator
Area Educational Resource Center - Salina

Improvement of school and educator effectiveness in promoting the learning of young people requires staff development. The State Inservice Plan constitutes a state policy attempt to address this vital area. Unfortunately, the Plan and its implementing legislation and regulations contain serious flaws, due to poor decision-making processes. Those flaws leave us with an unproductive policy which actually interferes with effective staff development and school improvement efforts.

The flaws in the plan and regulations are many:

...ambiguity of purpose

...imposed and unsound operational procedures

...excessive bureaucratic "red tape" resulting in a shift in focus from the intent of the policy to meeting the requirements

...an unsound and ill-designed state "needs assessment"

...no quality control provisions to insure that the staff development programs are planned and conducted in a manner as to result in persisting improvements in practice

...cumbersome and somewhat unpredictable fiscal procedures and support

...failure to create an infrastructure of assistance and support to districts (except in relation to meeting bureaucratic requirements)

In short, the Plan is built on myths, inappropriate controls, and political horse-trading. It allows pressure groups to exploit the policy in ways not in the public interest. It encourages shoddy staff development by turning over the management of local staff development planning to people who do not know what they are doing, and by failing to provide adequate assistance

and support. The current Kansas State Inservice Plan cannot work to improve either staff development or school and staff performance.

Recommendations are offered to rectify the flaws in the State Inservice Plan. Foremost among those recommendations are the requirements that local staff development planning and action be focused on school improvement or improvement in practice resulting in greater student learning, and that such staff development meet quality standards (drawn from research) which increases the likelihood that such training results in successful and persisting improvements in practice. Others address the flaws listed above. Also needed is a state program providing support for and/or encouraging the formation of locally controlled collaboratives for staff development among small rural districts to increase staff development quality, range of services, and cost-effectiveness.

As staff development is a critical component of action to produce greater school and staff effectiveness in educating our young people, it is imperative that we in all sectors - school board members, administrators, university staff, staff developers, teachers, and professional organizations - of the educational enterprise unite to generate pressure to force needed revisions in the State Inservice Plan and related legislation. Staff development policy must be valid and designed to facilitate school improvement, not be an obstacle to effective action in the pursuit of excellence.

Telecommunications

Steve McDermeit

The on-line exchange of information and its benefits to educators are no longer a futuristic concept. When equipped with a modem, telephone line, and the appropriate software, a microcomputer can be a powerful information exchange device.

In an effort to establish and maintain an efficient means of communication, the KSU Educational Computing Consortium (KSUECC) has created its own telecommunications network. The electronic message system (or bulletin board system--BBS) is providing teachers and administrators powerful, new ways of sharing educational resources. Secondary and elementary students exchange essays, letters, and BASIC and Logo programs. A consortium newsletter (generated via the BBS) helps inform KSUECC participants of the latest technological advancements in computer education. Students and teachers are also expanding their access to a wide variety of information with on-line data base searches.

Small Schools Curriculum Innovation and Expansion

Aubury E. Schultz, Superintendent
U.S.D. 424 - Mullinville

Progress in any area concerning schools must begin with a commitment from the superintendent and the school board. A definite direction for improvement must be planned and the commitment maintained by those people at the top of the organization.

Secondly, the teachers, the people most critical to the success or failure of any plan, must be made an integral part of the process.

Board of Education

Provide the board of education an opportunity to become involved. Most boards view curriculum in a nebulous manner. Initially they are concerned with basic core curriculum, the three R's, as should be the case. It is the responsibility of the administration to expand this concept of the curriculum, but not at the expense of the basic core curriculum. Changes of any kind are extremely difficult in our small schools and if the board is not led to an understanding and are not supportive, the improvement process will fail.

Teachers

The most important cog in the wheel for curriculum expansion in a small school is the teacher. Already overburdened by multiple class assignments and extracurricular activities, it is difficult for teachers to have the time or incentive to work on curricular changes.

Administration

The principal and superintendent are the only ones who can effectively serve as change agents. They alone can provide the support and leadership to ensure successful curriculum development. Likewise they can effectively block any efforts on the part of teachers and other interested groups to bring about constructive changes in the curriculum.

To insure any success in the area of curriculum development and expansion, administrative leadership which involves a total team commitment must be the driving force. The teaching staff is the critical link in the chain, along with the parents and board of education providing input and support. Curriculum projects take a lot of time and effort. Change is a slow process in most school related areas. This is no exception, but the results can be especially rewarding for everyone involved.

English in Aviation and Space Education

Kevin and Lynn Butler
Junction City Senior High School

English in Aviation and Space Education is a self-contained teaching unit adaptable to any grade at the secondary level. Its purpose is to provide students with an opportunity to explore their interests in aviation and space history and advancements. The objectives are:

-- To understand the importance of communications skills in all areas of flight: listening, speaking, viewing.

-- To develop new and precise focusing skills through listening, writing, reading, and independent study.

-- To develop skills of record-keeping and observation necessary to communicate findings in a variety of ways: research reports, book reports, creative writing, short paragraphs of explanation, etc.

-- To develop curiosity and interest in reading by exploring aviation fact and fiction in literature.

-- To develop discriminating and analytical thinking skills in viewing, listening and reading.

-- To develop sufficient skill to use the resources of a library or media center for information and individual reading.

Each student must meet specific teacher requirements to receive a grade for which he or she has contracted. The unit is designed to span six to nine weeks, incorporate outside speakers and projects in related areas, and to provide a challenge to all students. It can be adapted to any English curriculum and is a highly successful teaching unit.

This unique teaching unit was created by Kevin and Lynn Butler to be used at the senior high level, but it could be easily adapted to any level from

grades 7-12. The basic information for the unit can be found in our unit bibliography while the supplementary materials can be found in individual school libraries. The teaching of this unit has proved to be highly motivational and well-received at the secondary level.

Kevin and Lynn Butler
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Manhattan, KS 66502

Recent Developments in Foreign Language: Technology, Techniques, Methods

Loren Alexander, Associate Professor
Curriculum & Instruction and Modern Languages
Kansas State University

An outgrowth of several decades of solid research in foreign language teaching and learning are new ideas for the classroom teacher. The main emphasis today is on improved communicative skills: 1) the application of technology in a manner that can become a part of the teacher's everyday tool kit, enhancing instruction with user-friendly hardware and software; 2) techniques of instruction that recognize the shaky confidence of beginning learners, allaying fears and enhancing self-confidence; and 3) unique methods that contribute to the teacher's self-developed method, allowing the teacher to respond to local needs, resources, and interests. In this session, several concrete examples of recent developments in these areas illustrated possibilities for the local program in the rural setting.

An Administrative Approach to Educating the Slow Learner

Edwin G. Koehler - Tim McFarland
Clay Center, Kansas

Since the publication in 1983 of "A Nation at Risk," state legislatures and school districts have responded to this alleged depressed state of American education by increasing graduation requirements. While these requirements will pose few threats to average and above average students, students classified as slow learners will experience considerable difficulty in meeting the new mandates. Raising academic standards will be ineffective for this segment of our student population unless programs are implemented to help these students attain the new standards.

Slow learners are those who do not qualify for any special education program. Their intellectual scores are either too high for placement in an EMH program or too low for placement in any LD program. Regular education personnel become frustrated when slow learners do not qualify for special education. These students also experience frustration as they fail to meet classroom expectations.

This program blends research and practice to attain cooperation between special and regular education personnel in an effort to focus attention on the educational needs of slow learners. The program at the building level is discussed in detail illustrating the roles of principal, teacher, parent and student in the overall process. The most influential member of the building team is the administrator who establishes the program and maintains responsibility for its effectiveness.

Edwin G. Koehler
Director of Special Educ.
Twin Lakes Educational Cooperative
Clay Center, Kansas

Tim McFarland
Principal
Garfield Elementary School
Clay Center, Kansas

Interagency Collaboration for Rural and Small Schools

Cliff Christiansen, Director
State/Regional Programs - ES District 101
Spokane, Washington

This project provides Interagency Collaboration leadership to 89 school districts within eleven counties in Eastern Washington. The project is comprised of a Regional Administrative Planning Team with administrative representatives from the State of Washington, Department of Social and Health Services; and Regional Educational Administrators. A jointly funded position, the Interagency Inservice Coordinator, has been instrumental in establishing eleven county collaboration teams whose mission is to enhance services to children and families at the local level. These county teams receive professional support from the Regional Administrative Planning Team. Project personnel have developed a unique Assessment and Planning Guide to assist the development of effective county collaboration teams. This instrument provided quantitative data regarding each county team's functioning as well as a means for planning future interagency efforts.

This presentation will provide participants with an effective, systematized process for establishing and maintaining several interagency projects designed to maximize service delivery in rural and small schools. A twelve minute video will be viewed which highlights one such project designed to assist districts with at-risk students.

Robots - A High Technology Project for Rural Schools

Jerry Gronewald

Educational Service Unit #11 is located in south central Nebraska and is comprised of six counties, covering approximately 2,500 square miles. Within these six counties, there are 18 school districts which are comprised of kindergarten through 12th grade and 13 Class I schools, which are small schools consisting usually of kindergarten through 6th grade and employing from one to six teachers. When developing this staff development project for high technology, we included the most important ingredients for the project such as inter-school communications, a support group which can be identified within school districts and also a support group from outside their own individual school district. In school districts there is that territorial boundary and ownership of projects, so this staff development project in technology has brought about collegiality between teachers from various school districts. When looking at this amount of square miles, it is important to understand that in order for a successful staff development project to function within those school districts it is important to have administrative support and also an in-school person who can coordinate and guide these activities over each school year.

When looking at the important components of a staff development project, one of the prime ingredients is the development of a school team. A team that can offer support to each other when they return to their respective school buildings is important for the successful implementation of any staff development project. For our team makeup, we ask that each team be comprised of an administrator, which can be either the superintendent, principal, assistant principal or someone from the central office in each individual school district. At this point it is important to point out that the majority of our

school districts which are Minden and Holdrege have approximately 83 staff members for their entire kindergarten through 12th grade. The team makeup or member of that team which is designated the administrator is usually the principal. We did have a number of superintendents attend from our smaller schools for they were interested in technology and also indicated it was important for their team members to see that administrative support.

The schools were asked to make a selection of a teacher who was either interested in high technology or had the capabilities of meeting the majority of the students within that school building or school district on an ongoing basis. To meet this criterion, we had librarians, science teachers, math teachers and language arts teachers considered as members of those teams. Usually the math teacher has been designated the high technology expertise within individual school districts and therefore we wanted to develop other expertise with teachers in that school district, so we asked that the district pick someone else besides a math teacher.

Depending on the school's size, they can send either two or four members to be on that individual training team. The team makeup is important when selecting team members because those teams become the in-school resident on this new high technology program. It is important that those teachers are viewed by their peers as individuals who are capable of imparting information to other teachers within those individual school districts.

The school team is the backbone for the success of the staff development project. This team will provide in-school support to other teachers, but most important provide support to each other as they go through this staff development project.

To facilitate a training schedule, we had development training dates in September, January, February, and April during the initial year of 1983 and 1984. This training would allow a group of schools to participate in the

training and have the robot within their individual school district no later than four to five weeks after their training.

The schools that participated in the project were grouped geographically, which would allow schools to develop a network of support between school districts and would allow those teachers to meet after school or be only a phone call away.

When the team left this intensive day of training, they had the entry level skills to allow them to function with the high tech program at a fairly high efficiency level. They were instructed in everything associated with the robot, which included using a charger, initializing the robot, the use and care of the training pendent, utilizing the teaching pendent with the arms in forward and reverse motion, utilizing the learn mode, how to program from the keyboard, how to develop a program utilizing the voice synthesizer and how to upload and download pre-recorded programs. These teams were also provided with a listing of the contact people from their individual school districts and their phone numbers to promote the network effect.

This high technology program has been so essential for the small schools within our service area for it has provided to the students, ranging from kindergarten through 12th grade, a unique opportunity to have a hands-on experience with a piece of equipment that represents both a domestic and industrial robot. Students with our school districts, which include the one room rural schools and the larger districts, have indicated that because of this awareness they now have a better understanding of robotics and the technology that goes into robots. At the secondary level many of the teachers have expanded the program into enhancement of a science curriculum, language arts curriculum, and in some schools utilizing it with the speech and communications class.

When visualizing rural Nebraska and the schools that function within the rural setting, we feel our service unit has offered to the rural students an excellent opportunity to investigate a portion of high technology that they would not otherwise have because of their isolation and also budget problems with their individual school districts. Cooperatively the service unit was happy to instigate this program and to provide support to the program through training and also providing in-house updating for teachers who participate in the program. Over the last three years we have trained numerous new individuals and have conducted workshops for schools and updated in-service training for our individual school districts that participate in the program. It is important to know that all the school districts within our service unit participate in this high technology program.

Educational Service Unit No. 11
P.O. Box 485
Holdrege, NE 68949
Phone 308-995-6585

Developing Master Evaluators

John K. Burke, Supt. - USD #408, Marion
Michael Baldwin - Florence Middle School

During the fall of 1986 our school board decided that the administrators were not evaluating teachers effectively enough. We developed a more rigorous evaluation system.

Typically, principals observe teachers as a matter of procedural necessity. Just prior to the statutory deadlines, observations are completed and evaluations are written. Our original plan called for our principals to observe each of their teachers for one formal fifty-minute continuous observation per month. A formal observation would include a pre and post observation conference with each teacher. In addition, the principals would observe each teacher for one informal continuous observation per month. As this plan was presented to the principals, carbon copies were sent to all board members.

As superintendent, I was to monitor the principals' evaluation activities on a spot-check basis. For example, a teacher might have the principal observing a class and the superintendent observing the principal and the class. The principals were required to submit their scriptapes for the superintendent's approval.

After one month the principals and the superintendent met to assess the effectiveness and practicality of the observation/evaluation system. It was decided that, though there were many benefits to this system, principals do not really have enough time to go through this process every month. We compromised on a quarterly cycle of review.

The evaluation documents were developed through use of scriptapes, anecdotal records, and teacher self-evaluation. Every statement made by the

principals is precise and descriptive. Evidence is utilized freely to support statements in the evaluation.

These procedures have assisted us in developing teacher evaluations which are factual, complete, and supported by evidence. The teachers are happier with the results and so is the school board.

Learning via Satellite: K-12 Courses/Inservice Programs

T. A. (Ted) Roscher, Ed.D.
Educational Service District 101
Spokane, Washington

The use of our Satellite Telecommunications Education Programming (STEP) enables students in rural school districts to receive exceptional classroom instruction in course areas unavailable in the district. Many districts have a small student-faculty ratio in critical, required courses. STEP, utilizing a cooperative structure, is a cost-effective method for rural districts to participate in the course areas the district cannot provide. Through STEP students may select from among the current course offerings, and are able to receive high school and, when applicable, college credit.

The demand for quality staff development programs continues to increase. STEP offers staff development presentations throughout the school year; a series of outstanding inservice sessions ensures that on-going professional development opportunities are conveniently available to all STEP participants.

Inservice via STEP enables staff to maximize time spent learning, and minimize time spent in travel. The increased focus on excellence in education and school improvement will continue to have significant implications for staff development. STEP inservice courses will assist <u>all</u> districts, regardless of size or location, in providing equal opportunities for staff enrichment and growth.

Participants will discover inservice via satellite does not compromise the principles of effective instruction. Sessions are carefully designed with clear objectives, varied instructional strategies, active participation and collegial coaching. In addition, participants may call in questions and comments during the broadcast via dedicated telephone lines.

It is important that districts and/or agencies that participate in satellite delivery have a long-term commitment to the project. The use of

this technology is costly; therefore, a commitment of at least three years on initial contract is desirable. A project involving satellite delivery needs to be stabilized as quickly as possible not only in the financial area, but also in the development of educational programming.

The Rural Special Education Preservice Program

Kathleen McGinley, Project Coordinator
The University of Kansas

The Rural Special Education Preservice Project is operated throughout the Department of Special Education at the University of Kansas. It is a federally funded program entering the second year of its three year tenure. This program has been designed to fulfill specific rural school district, cooperative, and/or agency needs for qualified special education personnel to work effectively in the rural environment. This project has the potential to raise the level of appropriate education provided to students with disabilities in rural areas in Kansas.

These issues are addressed through two major project components. The first component is directed towards teachers currently employed in rural districts and assists them in pursuing training in special education certification tracks. In relation to this component, nominated teachers are able to obtain release time for coursework and/or practicum during the school year. Participants are also provided with stipend monies to help defray associated educational, travel, and housing costs. Additionally, school districts are reimbursed for substitute costs entailed through the release time provided to participating teachers. In this manner, both school districts and staff members are provided with access to a cost effective program of staff development.

During year one of the project, eleven teachers participated in practica--five in the area of SMH, two in the area of ED, two in the area of LD, one in ECEH, and one in Vocational Planning and Transition. Four individuals, presently teaching or planning to teach in rural areas, also took coursework toward certification--two in the area of LD-Elementary, one in the area of LD-Secondary, and one in the area of ECEH.

In this component, a rural specific seminar was also developed based on input and feedback from rural teachers, administrators, and departmental faculty. Seminar topics include: An Overview of Rural Issues, Consulting Skills, Effective Parent/Professional Relationships, Management Skills, Effective Use and Training of Paraprofessionals, Technology in Special Education, and Identification and Effective Use of Local Resources. By the third year of the project, this seminar is to be developed into a regular departmental course.

The second project component stresses the development and inclusion of information specific to rural special education in departmental certification tracks and in supervision and administrative classes. Activities (i.e., a faculty workshop, and rural-specific modules for use in departmental classes) have been designed, as were the seminars, based on input and feedback from rural teachers, administrators, and departmental faculty.

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SPECIALNET-KSKU

Curriculum Innovations in a Small Rural School

Stephen Firkins - Randy Freeman
USD #338 - Valley Falls

The presentation "Curriculum Innovations in a Small Rural School" focuses on a curriculum initiative designed to expand the educational opportunities for students attending Valley Falls Junior and Senior High Schools. The "initiative" includes the development of: (1) an advanced study program which provides unlimited educational opportunities for highly motivated students, (2) an in-school tutorial program which helps increase the academic success experienced by students encountering academic difficulty, (3) an advisory system which improves student self-esteem and provides a front-line support system for students-at-risk, (4) a community based education program which increases school/community interaction, and (5) a junior high prep program which prepares these students to take advantage of expanded educational opportunities. All of the initiative's components have been designed to fit within the organizational structure of the traditional small rural school and developed from the resources which are readily available to these types of institutions.

Since the initiative began only two years ago, it is too early to verify the long-term success of the program. However, short-term successes are highly visible. These include: a more positive attitude toward the school by community members; increased curricular offerings and other types of educational opportunities for the students; a more positive attitude by the student body toward the school; a higher success rate for low achieving students; and an increase in the quality and quantity of student/teacher interaction.

An Exemplary Model for a Small Rural School

Dr. Gary Steele
The University of Kansas

The presentation on "An Exemplary Model for a Small Rural School" is an innovative plan for developing a small rural school which provides expanded educational opportunities for students and becomes involved in helping to maintain and improve the quality of life in the community. The plan consists of the following components:

(1) an educational program composed of a basic and expanded learning program which is delivered through a wide variety of individualized and group instructional procedures to all members of the community;

(2) a public service program developed and managed by teachers and students;

(3) a flexible schedule utilizing modular time units, appropriate time and year-round scheduling, variable length sessions, a four day week, cross-aged grouping and multiple classes;

(4) a staff and management plan where teachers function both as instructors and public service professionals in a system emphasizing community involvement and long range planning; and

(5) a financial plan which allows teachers to be paid one and one half times their current average salary.

The plan was developed by modifying educational innovations piloted in small rural schools and then combining them into a comprehensive outline designed to be responsive to the characteristics of small rural schools and communities. A unique feature of the plan is the involvement of the school in the development and management of a public service program. The plan was developed as part of a doctoral dissertation submitted to the School of Education at the University of Kansas.

Ideas for a Total Public Relations Program in a Rural School District

Larry D. Wade, Superintendent
USD #474 - Haviland, Kansas

In these days of dollar-watching, penny-pinching and budget balancing, you can still get a maximum amount of good public relations and improved communications at a low cost. Remember, grassroots public relations can be many things - your secretary answering her phone with a smile - a teacher stopping in the grocery store to chat about activities - a nice note coming home about a child's latest project. With some extra effort, a school or school system can magnify these basic things, at very little cost, and reap great benefits.

Begin by strengthening internal communications and internal relations

- Be honest and open with all employees.
- Send short notes - brief letters of appreciation or congratulations for a job well done, a community award or special achievement. (Use internal mail system)
- Prepare a staff newsletter that will get to each employee.
- Have informal get-togethers with all employees invited (dutch treat or pot luck).
- Hold positive meetings with all employees several times a year.

Get to know your local media representatives

- Be honest and open with all reporters.
- Get to know the people who will be covering your school or system. Tour them through your school; let them ride a bus route; serve them lunch.
- Be aware of deadlines and try to meet them.
- Give them good material for feature stories, and don't get a reputation of calling for a story on every little activity.

- Work toward a "school interest page" - a weekly calendar of events or regular feature on a school program with your local newspaper.
- Radio stations use many public service announcements. Approach them with the idea of using items related to your school or system in this manner.

Let the community know what's going on in your school

- Be honest and open with members of your community.
- Provide a "speakers' bureau" to talk to area clubs, civic groups and gatherings on school-related topics, such as travels, hobbies, collections.
- Display student art work in local shopping centers, malls, banks, supermarkets.
- Offer community open-houses and tours of your school.
- Keep them informed through the local media about activities and events, programs and accomplishments.

Establish a sense of rapport with students - they are your best PR campaign

- Be honest and open with students.
- Have informal meetings with groups of six or seven students as a sort of idea exchange about student involvement in school and school projects.
- Get students involved in community projects - a community oral history - working with handicapped students or adults - serving as convention tour guides for small groups interested in seeing your schools.
- Encourage student writing for school column, or for short news items.

Involve businesses in the school system

- Arrange for businesses to tour the schools.
- Have a spokesperson from major industries or business in your area come in to explain the impact of the company on different aspects of life in

the community to students. Expands appreciation on both sides of the fence.

Always listen and strive for two-way communication

. Take simple, one-page or half-sheet "rapport cards" with you when you talk to groups, to get an idea of what the members of your audience think of your school, what they want from it, and what they feel could be improved.

. Always return calls.

. Public opinion is no further away than your telephone.

Larry D. Wade, Superintendent
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"Oh, No! More Paperwork"
A Project Director's View of Local Effectiveness Grants

Virginia Cook - Barb Engel
USD #287 - Grant Project Directors

The idea of Local Effectiveness Grants was generated by Superintendent James Cain. Mr. Cain, with the support of the principals, shared the idea with the faculty and staff of U.S.D. 287. The faculty and staff gave favorable input to the concept. With this backing, Mr. Cain then approached the school board. The board took the project under advisement for one month. In March 1986, they approved the project for the 1986-87 school year.

Basic guidelines of the project were to set aside $5,000. $500 came from each attendance center's budget, totaling $2,500. The other $2,500 came out of superintendent's budget controlled items. No single grant could exceed $2,000. Stipends were permissible, but could not exceed 25% of the total grant. A single employee could not receive more than one grant.

In order to receive grant monies, an individual must fill out a five-part application. To initiate the successful application of grants for Appanoose Elementary, our principal distributed a survey to all teachers in the building. Each teacher was asked to list target areas for the 1986-87 school year. The areas of citizenship and reading were selected. Two committees were formed, one for each target area selected. Then a project director was selected from each committee. The project directors, with the help of the principal, completed the grant applications. Both applications were approved by the school board and the projects were under way.

The citizenship grant was a year-long school project emphasizing self-respect, respect for others, and their property. Some of the activities included guest speakers, adopted grandparents, bi-monthly elections of a good

citizen from each classroom voted on by the students, and election of citizen of the year from each class, voted on by school staff members.

The reading grant was also a year-long project focusing on developing an appreciation of reading in students and increasing parent involvement. A new reading program called FRED, Families Read Every Day, was initiated at the beginning of the school year. Other activities included visits to the Ottawa Public Library, schoolwide silent reading, and guest readers.

In closing, the success of these projects was evident in the reaching of goals established at the onset of the program. These grants have given teachers a positive learning experience and an incentive to apply for individual grants for their classrooms.

A Total Communication and Public Relations Program for Rural School Districts

Larry L. Thomas, Superintendent
USD #454 - Burlingame

Communication and Public Relations are important programs that should be developed in all of today's rural school districts.

This presentation involves several communication and PR techniques and ideas that can be used by school administrators when working with the local Board of Education, school employees, students, parents, and other patrons of the district.

Handouts and publication examples were given to all participants who attended this session.

Listed below are some of the examples that were discussed with school personnel attending the conference.

Board of Education

A. Public Open Forum

B. Curriculum Reports by Teachers at Board Meetings

C. Administrative Reports at each Board Meeting

D. Evaluation Form completed by Board of Education members after each meeting

E. Question of the Month

F. Test for Board members

G. Mid-Year Progress Reports

H. Competency area for Board Members

I. Budget Report

J. Board Meeting Pamphlet

K. Board Policy Handbook

School Employees

A. Teacher Advisory Council meetings

B. Special Coupon -- Give to teachers who do something extra for the school system (Administrator take the class for 15 minutes)

C. Monthly Teacher and Principal Reports

D. Special Recognition for Employees -- examples: National Activities Week, Teacher Day USA, School Lunch Week, School Bus Safety Week, Secretary Day, etc.

E. Staff Handbook

F. Birthday Cards

G. Employee Spotlight in newsletter

H. Business Cards

I. Employee Dinner

Parents and Other District Patrons

A. Superintendent-Community Advisory Council

B. School District Facts & Figures

C. Weekly Schedule of Events

D. Monthly newsletter

E. "Now Hear This" section of newsletter

F. Activities Calendar

G. News Splash items -- news items and pictures mailed to patrons

H. Senior Citizens Day

I. Community Appreciation Dinner

J. Special Activities during American Education Week, Mother's Day, etc.

K. Educational Directory

L. Bookmarkers

M. Spirit Buttons

N. Bumper Stickers

O. Testing Pamphlet

P. Resource People and Volunteers in the classroom

Q. College Outreach Program

R. Community Education Program

Students

A. Academic T-Shirts

B. Perfect Attendance

C. Academic Lettering

D. Honor Banquet

E. Athletic Banquet

F. Awards Assembly

G. Student Newspaper

H. Student Handbook

I. Looks Like a Winner Cards

J. Student of the Week Awards

The implementation of some of the above ideas will lead to a better school system. If people do not know what is happening in their school district -- make sure it is their fault and not yours.

Learning Strategies for Secondary Students: The Nebraska Model

Tom Barlow
ESU #9 - Hastings, Nebraska

In almost every educational setting there are some students who are low achievers. The causes of low achievement are quite varied, but in many instances students perform poorly because they have not learned "how to learn." Recent research has shown that students can be taught "how to learn" by teaching them learning strategies. Learning strategies are techniques, principles, or rules which enable a student to learn to solve problems and complete tasks independently. In short, Learning strategy instruction focuses on both how to learn and how to effectively use what has been learned.

As students progress through the educational system, the curriculum places increasing demands on them for acquiring and memorizing large amounts of information and for demonstrating their knowledge and command of this information. The Learning Strategies Curriculum has been designed to enable students to cope effectively with such curricular demands and to teach them how to generalize their use of these skills to a variety of settings. The overriding goal associated with the Learning Strategies Curriculum is to enable students to learn skills and content and to perform tasks independently.

The Learning Strategies Curriculum consists of three instructional strands: the Acquisition Strand, the Storage Strand, and the Expression and Demonstration of Competence Strand. Each strand consists of several task-specific learning strategies that have been designed to improve a student's ability to cope with specific curriculum demands. The strategies in the Acquisition Strand enable students to gain information from written material (e.g., textbooks, novels). The Storage Strand strategies are designed to enable students to organize, store, and retrieve information. Finally, the Expression and Demonstration of Competence Strand consists of strategies that

enable students to complete assignments, to effectively express themselves in writing, and to take tests.

The Nebraska Model was piloted in the 1985-86 school year with some 15-20 small schools in a 27 county area in south central Nebraska. 37 teachers were carefully selected from the ranks of secondary resource teachers. Each of these had been selected because of their stated concerns that they needed a new way to teach students, a way to teach them to become independent, lifelong learners, not just to depend on a tutor (resource teacher) to help them get to graduation. With this goal in mind, training began. Training consisted of being trained in one strategy from each of the three strands per day, on three days during the year with about six weeks between training days. During the interim teachers implemented the strategy within their classrooms and pre-tested students using the Woodcock-Johnson Test. At the end of the year, teachers had received the full three strategies and implemented those in their classrooms. Students (N=87) tested at the end of the year with a mean gain in reading comprehension of 5.8 pre-test to 7.6 post-test. Though the data is significant, the real evaluation came from the informal evaluation demonstrated by students and teachers. Every teacher and school involved in the training indicated an overwhelming desire to continue training in the second year, in which they were to receive training in more strategies. In the fall of 1986-87, the pilot group began to receive instruction in the second year of strategies, while a new group of teachers from schools all over the state began to be trained in the first level of strategies. As the year ended, the same successes repeated themselves. Enthusiasm has only increased for Learning Strategies training. Nebraska will be implementing during 1987-88 Level III training for the original group of teachers, Level II training for the nearly 80 teachers who began last year, and Level I training for another 75+ teachers. In addition to having larger numbers being trained every year,

Nebraska has included in their training design the intensive training of a cadre of teachers from the original group who will serve as trainers of trainers, and serve as our own in-state trainers in the project. In this fashion, we feel confident that we can continue the expansion of training to eventually every school district and teacher in the state which wishes to get involved. To date, our biggest problem has been the fact of having to turn away teachers from training because of the numbers who want the training. If success breeds success, the Nebraska Model has created our own monster. Yet we feel extremely confident that we can ultimately affect every school in the state and impact in a positive fashion the students and future citizens of our state through our efforts. Educational Service Unit No. 9

State of Nebraska
117 E. South Street
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Development of the Kansas Internship Program

Background:

The Kansas Internship Program is one of several initiatives taken by the State Board of Education to improve the quality of teacher preparation in Kansas. The State Board formally endorsed the use of an internship program for first-year teachers when it adopted the Comprehensive Teacher Preparation and Development Program in May, 1982. Following a year of planning, the State Board adopted the Kansas Internship Plan in March, 1983. In 1984, the State Legislature adopted House Concurrent Resolution 5087 which directed the State Board of Education to develop an intern year program for beginning teachers with a projected plan for its implementation and maintenance.

General Description:

The Kansas Internship Program, which was revised and approved by the State Board of Education in November, 1985, includes the following programmatic elements: An internship year will be required of all first-year teachers who 1) have completed a state approved teacher education program which required a student teaching program, 2) are employed by an accredited education agency, and 3) are under contract on a half-time or more basis. Substitute teachers and teachers from out-of-state with one-half or more years teaching experience will be exempt from the internship program. Other exceptions to the internship program will be granted only on the recommendations of the Certification Review Committee and the action of the State Board of Education.

The intern will be issued a one-year intern certificate valid for serving an internship. This one-year intern certificate may be renewed for a second year based upon the recommendation of the intern's assistance committee. Upon successful completion of the internship period, the individual will be issued

a five-year certificate. A successful intern will receive credit for up to two years of teaching to be counted toward tenure.

Each intern will be assigned to an assistance committee of professional educators who will assist, support, and assess the intern throughout the year. The assistance committee will be comprised of at least one senior teacher and one administrator who have undergone formal training to both assist and assess the intern. Interns will receive support, advice, and training designed to improve their classroom performance. A single assessment instrument will be used to provide a standardized statewide process for the evaluation of the teaching performance of each intern.

Plan of Implementation:

The Kansas Internship Program is being implemented in four phases which began July 1, 1985, and are scheduled to conclude June 30, 1990. These phases are described below:

Phase I: Design Phase (July 1, 1985 - June 30, 1986)

The Kansas State Department of Education staff, with the assistance of the State Advisory Committee for the Internship Program, and the Center for Educational Testing and Evaluation (CETE) at the University of Kansas, completed two major projects. These two projects entailed the development of the first draft of the statewide assessment instrument and design of the training program for the assistance committees.

Phase II: Developmental Phase (July 1, 1986 - June 30, 1987)

The 1986 Legislature approved funding during the 1986-1987 school year which allowed for the field testing and review of the Kansas Internship Assessment Inventory, the completion of the User's Manual to accompany the Assessment Inventory, and the development of the assistance committees' training program. Other activities for Phase II included a statewide needs assessment of beginning teachers and the identification

of sites for the two-year pilot of the assessment and assistance components of the Internship Program.

Phase III: Pilot Phase (July 1, 1987 - June 30, 1989)

The pilot phase of the Internship Program is scheduled for school years 1987-1988 and 1988-1989. During this time the program will be field-tested, and a data base will be developed from which to proceed in the future. The pilot project sites will include small and large districts, urban and rural communities, and private and public schools.

Phase IV: Implementation Phase (May 1, 1989 - June 30, 1990)

Full implementation of the Kansas Internship Program is scheduled for May 1, 1989. In Phase IV, one-year intern certificates will be issued to all interns who must successfully complete the internship year(s) before they are eligible for a standard five-year teaching certificate.

Pilot Project Study (1987-1989)

Twenty-six school districts are participating in the pilot project study of the Kansas Internship Program. The primary purpose of the study is to field test the workability of the assistance-assessment components of the Internship Program. Additionally, the best composition and size of the assistance committee to be assigned to each first-year teacher is being explored. Finally, the training designed for the state trainers and assistance committees is being studied to determine if sufficient time, information, guidance and resources are being provided.

Approximately 52 first-year teachers across the state are involved in the first year of this two year pilot study. The results of the pilot study will be used to evaluate and further refine the Kansas Internship Program. The second year of the pilot study is scheduled for the 1988-1989 school year,

with plans to pilot the program as it will be conducted when it is implemented in 1989.

The following districts* are participating in the 1987-1988 pilot project study:

USD 251	North Lyon County (B)	USD 383	Manhattan (C)
USD 314	Brewster (A)	USD 263	Mulvane (B)
USD 244	Burlington (B)	USD 303	Ness City (A)
USD 443	Dodge City (C)	USD 309	Nickerson (B)
USD 491	Eudora (B)	USD 233	Olathe (D)
USD 207	Ft. Leavenworth (C)	USD 270	Plainville (B)
USD 231	Gardner-Edgerton (B)	USD 512	Shawnee Mission (D)
USD 428	Great Bend (C)	USD 501	Topeka (D)
USD 261	Haysville (C)	USD 202	Turner (C)
USD 210	Hugoton (B)	USD 214	Ulysses (B)
USD 500	Kansas City (A)	USD 206	Remington-Whitewater (A)
USD 483	Kismet-Plains (B)	USD 259	Wichita (D)
USD 328	Lorraine (B)	USD 465	Winfield (C)

*Pilot District Size (Based on Student Enrollment):

(a) 0-399 (B) 400-1,999 (C) 2,000-9,999 (D) Over 10,000

Four of the 26 districts are piloting three-member assistance committees. These districts include:

USD 244 (Burlington): Teacher/Administrator/TE Representative

USD 270 (Plainville): Teacher/Administrator/TE Representative

USD 261 (Haysville): Two teachers/One administrator

USD 483 (Lorraine): Two teachers/One administrator

Leadership Team Development - Hope for the Future of Elementary Science Instruction in Rural and Small School Systems

J. Preston Prather and Robert L. Hartshorn
The University of Tennessee at Martin
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Elementary science education was once a top national priority and the source of much federal funding, but relatively little attention has been given to improving elementary science instruction over the past two decades. As a result, the needs of many elementary teachers have been overlooked at a time when the importance of a sound elementary science background is becoming increasingly obvious. The problem may be especially severe in small, isolated school systems that lack an adequately trained supervisor of science instruction or other science specialist to facilitate the inservice training needed to correct the situation.

The University of Tennessee at Martin (UTM) developed a program to help prepare local teams of educators with the knowledge of science content, inservice training techniques, and principles of educational planning and administration required to establish and maintain effective elementary science programs. Numerous studies had indicated the critical role the principal's leadership played in the success of any school program. The project provided for joint training of teachers, principals, and supervisors to insure the combination of local instructional and administrative capability needed for planning, implementation, and maintenance of effective elementary science programs in rural school systems.

The project, which was funded by the National Science Foundation and Tennessee Higher Education Commission, provided for participation of nine 4-member teams from nine geographically dispersed rural or small school systems within a 32-county area covering approximately half the State of Tennessee. Each team consisted of a primary (grades K-3) and an intermediate

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(grades 4-6) teacher, their building principal, and their system's supervisor of instruction.

The project comprised two parts: 1) an Elementary Science Education Institute, which provided an intensive program of academic preparation for the team members, who participated as coequals in all facets of the training; and 2) a Field Phase, to be carried out by the teams in their respective school systems and educational development districts during the following school year.

Following the Institute, each team implemented its field project, a local program for improvement of elementary science instruction planned on the basis of independent, on-site research conducted as part of the training in educational planning. As part of the field activity, each team was prepared to train other teams in anticipation of a ripple effect culminating in improvement of elementary science instruction throughout the State. Grant funds provided for employment and training of three exemplary elementary teachers with extensive science teaching experience to assist the project staff in providing a one-year support system for the local team activities.